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# StarTalk Student Program Curriculum Proposal

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Summer 2010

6/28 ~ 7/23

Loyola Marymount University

# Curriculum Design Framework

## ■ Backward Design

- **Needs Assessment:** Ss need to learn how Chinese ancient treasures such as its history, geography, cultural beliefs, artwork, inventions...etc. to connect to their modern immediate community.
- **Student Learning Outcomes:** Ss will be able to use designated sentence structures & vocabulary to describe/compare/contrast their knowledge about ancient Chinese vs. modern western life styles.
- **Content Standard Alignment:** Adapt/fulfill 2009 World Language Grade-level Content Standards for California Public Schools & ACTFL proficiency standards.

## ■ Thematic Units

- Week 1: Introduction
- Week 2: Chinese Geography
- Week 3: Transportation
- Week 4: Food
- Week 5: Leisure Activities

# World Language Standards – Content

- A.1.1. Students address discrete elements of daily life.
- A.2.1. Students address topic related to self and the immediate environment.
- A.1.4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

# World Language Standards - Communication

- A. Interpersonal mode/Productive function: B.1.0 & 1-4.1 Students **use** *formulaic language* (learned words, phrases) to engage in oral, written, conversations. B.2.0. & 2.4. Students **use** *created language* (sentences and strings of sentences to initiate, participate in, and close a conversation, ask and answer questions).
- B. Interpretive Mode/ Receptive functions: B.1.5. & 1-4.2 Students **identify** learned words and phrases to interpret authentic written text or spoken language.
- C. Presentational Mode/ Productive functions: B.1.6 & 1-4.3 Students **reproduce and present** a written, oral product in a culturally authentic way.

# World Language Standards - Cultures

- C.1.0. Students **use** appropriate responses to rehearsed cultural situations.
- C.1.1. Students **associate** products, practices, and perspectives with the target culture.
- C.1.2. & 2.2. Students **recognize/state** similarities & differences within the target cultures and among students' own cultures.
- C.1.3. Students **identify** cultural borrowings.

# World Language Standards - Structure

- D.1.0 Students use orthography, phonology parameters to **understand** words and phrases in context.
- D.1.1 Students use orthography, phonology or ASL parameters to **produce** words and phrases in context.

# World Language Standards - Setting

- E.1.0 Students use language *in highly predictable common daily settings.*
- E.2.0 Students use language *in interpersonal settings*
- E.2.1. Students participate in age appropriate cultural or language use opportunities *outside the classroom.*

# Program Theme: Ancient Treasures

Background info about the theme: Students are individuals who are time traveling back in the ancient China. They have to tackle all the tasks (arts & crafts, oral presentations, interactive communication), using the target language functions and cultural knowledge they gain through the course, in order to connect the Chinese traditions to the western society/communities and come back to the modern time.

## **Suggested Material/Text for Grade 6-12:**

- *Children of the Ancient World: If I Were A Kid in Ancient China*
- *Great Ancient China Projects You Can Build Yourself (GACP)*
- *Find Out About Ancient China: What life was it like in the Chinese Empire*
- *Ancient China*



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# Week 1: Introduction

## Expected Learning Outcomes:

- Students will be able to learn how to introduce themselves and their family members using simple formulated sentence structures.
- Students should be able to write a compare & contrast short essay, in English, based on their own extended research about the family structures (三代同堂) between the modern U.S. & ancient China.

## Expected Instructional Focus:

- Students will be exposed to the simplified reading material to frontload some ideas and sentence structures about the topic of “”.家和万事兴
  - Examples of target vocab.: Numbers, family members, greeting & introduction.
  - Suggested Assessment: Students should be able to compose a greeting card to someone in China to introduce themselves and family members.
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# Week 2: Chinese Geography

## Expected Learning Outcomes:

- Students will be able to understand the geographic knowledge about China.
- Student will learn the names of different nations to talk about their nationalities as part of the language function of self introduction to recycle from their prior knowledge.

## Expected Instructional Focus:

- Students will be exposed to the reading material (short story about “愚公移山” ) to frontload some ideas and sentence structures about the topic of “geography”
- Examples of target vocab.: Directions, names of cities/nations, major landmarks (rivers, mountains, architectures).
- Assessment: Students should be able to demonstrate their understanding of Chinese geography by locating the content vocab. and identifying a travel destination on a Chinese map. Also students should apply their knowledge of Chinese & US geography to write a short comparative paragraph.

# Example of “modified” short story

- Modified to accommodate students' proficiency level.
- Modified to recycle previous vocabulary.
- Modified to introduce sentence structure through repetition.
- Modified to frontload key vocabulary.

有一個人叫愚公, 他家的前面有兩座大山.

他想要移這兩座大山.

他的太太知道了, 說: “你太笨了, 不可能移這兩座大山.”

他的哥哥知道了, 說: “你太老了, 不可能移這兩座大山.”

他的鄰居知道了, 說: “你沒有力氣, 不可能移這兩座大山.”

他說: “我老了, 我有兒子可以繼續移這兩座大山.”

我死了, 我有孫子可以繼續移這兩座大山.

兒子死了, 有曾孫子可以繼續移這兩座大山.”

這兩座大山終於移走了.

# Week 3: Transportation

## Expected Learning Outcomes:

- Students will learn the names of different transportation means and to describe weather & proper dressing for “traveling purpose” to link to previous unit.
- Students are also expected to state the major features of the chosen city/region through further reading of *ANCIENT CHINA*.

## Expected Instructional Focus:

- Students will be exposed to the simplified reading material to frontload some ideas and sentence structures about the topic of “traveling”.
- Examples of target vocab.: means of transportation, weather, and clothes.
- Assessment: Students should be able to carry out a dialogue in Chinese to ask for the proper transportation means, weather information, and appropriate dressing when traveling to a chosen city/region. Then they will share their research findings of major distinctive features about a chosen city/region in an oral presentation.

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# Week 4: Food

## Expected Learning Outcomes:

- Students will learn to express their preference of food and describe their tastes/ingredients through sharing their “virtual” travel experience, which is related to the previous unit.
- Students will learn about how to prepare a certain typical Chinese food through their own research on recipes or interview with someone.

## Expected Instructional Focus:

- Students will be exposed to the simplified reading material to frontload some ideas and sentence structures about the topic of “民以食为天”.
  - Examples of target vocab.: Names of typical Chinese food, taste, basic ingredients, cookware and utensils.
  - Assessment: Students should be able to create a menu/recipe as a group and present it in the class.
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# Week 5: Leisure Activities

## Expected Learning Outcomes:

- Students will be able to talk about their likes/dislikes about leisure activities using formulated sentences.
- Students will also learn the various leisure activities in the traditional Chinese society through extended assigned reading.

## Expected Instructional Focus:

- Students will be exposed to the simplified reading material to frontload some ideas and sentence structures about the topic of “京剧”.
  - Examples of target vocab.: different types of leisure activities
  - Assessment: Students can create a digital photo story to describe their family members' favorite leisure activities, as a summative assessment.
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